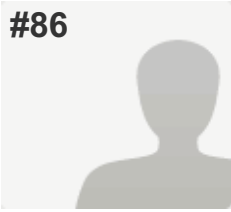


#86

**COMPLETE****Collector:** Web Link 1 (Web Link)**Started:** Tuesday, December 15, 2015 9:43:23 AM**Last Modified:** Wednesday, June 29, 2016 11:14:57 PM**Time Spent:** Over a month**IP Address:** 100.42.95.65

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Q1: Name of School District:	Clay Central Everly
Q2: Name of Superintendent	Dennis McClain
Q3: Person Completing this Report	Kim Harken

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Q4: 1a. Local TLC Goal	<i>Respondent skipped this question</i>
Q5: 1b. To what extent has this goal been met?	<i>Respondent skipped this question</i>
Q6: 1c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)	<i>Respondent skipped this question</i>
Q7: 2a. Local TLC Goal	<i>Respondent skipped this question</i>
Q8: 2b. To what extent has this goal been met?	<i>Respondent skipped this question</i>
Q9: 2c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)	<i>Respondent skipped this question</i>
Q10: 3a. Local TLC Goal	<i>Respondent skipped this question</i>
Q11: 3b. To what extent has this goal been met?	<i>Respondent skipped this question</i>
Q12: 3c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)	<i>Respondent skipped this question</i>
Q13: 4a. Local TLC Goal	
Student Outcomes	
Q14: 4b. To what extent has this goal been met?	
(no label)	Somewhat Met

Q15: 4c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

The TLC leaders used the following criteria as measures to show growth for student achievement:

Attendance rates for grades K – 12 was 93.64%. Attendance rates are looked at on a monthly basis with letters sent home to parents for students of concern. Being aware of possible issues and notifying parents appears improve attendance rates.

Graduation rates for CCE's school year was 95%. The student will return to finish his last semester in the fall.

Reading proficiency growth based on spring 2016 Iowa Assessments

Grades	State	CCE	Met
3rd to 4th	15	20.7	Yes
4th to 5th	14	13.3	No
5th to 6th	13	25.9	Yes
6th to 7th	12	5.8	No
7th to 8th	11	27.3	Yes
8th to 9th	10	21.5	Yes
9th to 10th	9	12.4	Yes
10th to 11th	8	7.7	No

All Grades 1- 24 25 - 49 50 - 74 75 - 99
Reading 5.8 % 18 % 26.6 % 49.5 %

IPI data - For this first year, our instructional coach visited classrooms focusing on the positive procedures teachers are using. We wanted teachers to become comfortable with us in their room and we wanted to acknowledge the great things they are already doing. This data was shared with each individual teacher and added to the TLC website absent teachers' names.

Student Surveys/Interviews - This year our focus on student surveys was the amount of homework students are given and the impact this has on extracurricular activity participation. The information that was compiled told us that homework does impact student activities. We did not notice that a lot of homework kept students from participating but rather impacted the quality of time spent doing the activity and also the quality of completed homework. Using this information, teacher leaders spent time researching and discussing the pros/cons of homework. We have suggested that teachers are thoughtful about the homework given and that there is a legitimate purpose for the work. Teachers are hesitant to give up a practice they have been using for years, but we are hopeful that the discussion will continue.

Student Performance Measures – See above and below

Post High School Surveys were sent out towards the end of the school year. We did not receive enough responses to give us any valuable information. We will send the survey out in the fall of 2016 to ensure we have time to collect and analyze the data.

Iowa Youth Survey - The Iowa Youth Survey is given every two years. We will be giving the survey in the fall of 2016.

PAGE 4: Put any goals you wish to report on, but do not directly align with state TLC goals, on this page.

Q16: 5a. Local TLC Goal

Teacher Leader Effectiveness

Q17: 5b. To what extent has this goal been met?

(no label)

Somewhat Met

Q18: 5c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Formative Assessments - Teachers were given the option to work with teacher leaders on designing Iowa Core aligned assessments. Mentors/instructional coach worked with new teachers on Iowa Core requirements for their grade level and content area. Mentors/instructional coach also provided and discussed Iowa Core Standards for the grade below and the grade above. We want new teachers aware of what students coming in should be expected to know and what students leaving are expected to know. Instructional coach helped these teachers design formative as well as summative assessments to provide this information.

Iowa Assessment Data

Percent of Students In NPR Range 2015-16

All Grades 1- 24 25 - 49 50 - 74 75 - 99

Reading 5.8 % 18 % 26.6 % 49.5 %

Math 9.9 % 15.5 % 27.3 % 47.5 %

Science 6.3 % 17.5 % 26 % 50 %

One important piece of information that stood out with this data is the percentage of students that fall in the 75- 99% range. As we continue to work with our low achieving students, we also realize we need to have something in place for our high-achieving students as well. Our professional development will spend some time on looking at ways to keep those students challenged and showing growth.

Fast Testing (aReading) for grades K – 6 Data Results

K – 6th grade students showed an 18% increase in growth with aReading. TLC teachers leaders worked weekly with teachers. Time was spent continually looking and analyzing data. Teacher leaders in discussion with all elementary teachers made the decision to focus on strategies for improving comprehension. AEA reading consultant met with teacher leaders on a monthly basis to also look at data and provide support for moving forward.

Dibels

Students in grades K – 6th made an average increase of 15 % between the fall of school year 2015 and spring of 2016.

TLC Program Artifacts/Materials

*Menus were designed describing each teacher leader role and distributed among staff as well as attached to TLC website.

*Monthly TLC/DLT agendas and minutes

*Weekly agendas and minutes for administration/curriculum coordinator meetings

*TLC activity logs for all teacher leaders

*Teacher and student surveys/feedback forms

*Professional Development Agendas

*Curriculum coordinator/instructional coach made folders for each individual teacher. This was a way to communicate as well as share resources and information.

Surveys

Teachers were asked to complete surveys throughout the years to provide feedback on the effectiveness of teacher leaders.

Types of questions:

(Midyear survey)How often have you utilized a teacher leader? 62% said 2 – 4 times

(End of year survey) Do you feel the teacher leaders gave you the support you needed? 87.5% said yes

Activity Logs

Activity logs were collected from all teacher leaders at the end of the school year. The data told us that we need more accountability for time spent in TLC positions. The TLC/DLT discussed better ways we can support teachers and fulfill the position requirements as stated in the grant.

Q19: 6a. Local TLC Goal

Respondent skipped this question

Q20: 6b. To what extent has this goal been met?

Respondent skipped this question

Q21: 6c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Respondent skipped this question

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Q22: 7. Based on the results of your data analysis, what adjustments might you consider TLC implementation. (Please note this is not an official plan change). If you would like more information on how to submit an official plan change please use this link or contact Becky Slater.

The TLC/DLT discussed some issues that might need to be resolved:

Increasing TLC meetings
TLC selection process
Division of TLC work load
Accountability

Q23: 8. Please share anecdotal evidence/stories that demonstrate how the implementation of TLC has impacted your district.

As the only instructional coach, I had the honor of working with all teachers. I noticed a big change in attitude from the beginning of the year to the end. Once teachers realized the teacher leaders were there to work WITH them to support student achievement, they were much more open. We felt we were working more as a team.

Q24: Please check each of the following boxes, indicating your agreement to continue to meet these requirements:

Minimum Salary – The school district will have a minimum salary of \$33,500 for all full-time teachers.

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Selection Committee – The selection process for teacher leadership roles will include a selection committee that includes teachers and administrators who shall accept and review applications for assignment or reassignment to a teacher leadership role and shall make recommendations regarding the applications to the superintendent of the school district.

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Teacher Leader Percentage – The district will demonstrate a good-faith effort to attain participation by 25 percent of the teacher workforce in teacher leadership roles beyond the initial and career teacher levels.

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Teacher Compensation – A teacher employed in a school district shall not receive less compensation in that district than the teacher received in the school year preceding implementation of the district's TLC plan.

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Applicability – The framework or comparable system shall be applicable to teachers in every attendance center operated by the school district.